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ABSTRACT

The multi-faceted program of the Day Nursery Association of Cleveland is described in this booklet. Specific topics included are: a therapeutic nursery school, day nurseries for low-income neighborhoods, neighborhood day care homes and group centers, summer camp, and consultation services. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general. (Author/NH)

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Model Programs

Childhood Education

The Day Nursery Association of Cleveland

Cleveland, Ohio

A long history of care for children, involvement of parents, and service to the community

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
Terrel H. Bell, *Acting Commissioner of Education*
OFFICE OF ECONOMIC OPPORTUNITY
Donald Rumsfeld, *Director*

OE-20146

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FOREWORD

This booklet is one of 34 in a series of promising programs on childhood education prepared for the White House Conference on Children, December 1970. The series was written under contract by the American Institutes for Research for the Office of Economic Opportunity, and the Office of Child Development and the Office of Education, U.S. Department of Health, Education, and Welfare.

Within the broad area of childhood education the series includes descriptions of programs on reading and language development, the disadvantaged, preschool education, and special education. In describing a program, each booklet provides details about the purpose; the children reached; specific materials, facilities, and staff involved; and other special features such as community services, parental involvement, and finances. Sources of further information on the programs are also provided.

Today many city dwellers are demanding day nursery care for their children, but the residents of Cleveland, Ohio, do not have to make such demands. Providing care for preschool children in the Cleveland area has been the goal of the Day Nursery Association of Cleveland since its inception in 1882. In its long history it has consistently adapted its programs to changing needs, giving up functions more suited to other groups, adopting new ones, learning from experience. But it has not changed the fundamental assumption underlying all its activities: "It is the day-to-day relationships and experiences during the first 5 years of a child's life that form the basis of his mental health as an adult."

During the 1920's the Association supported passage and enforcement of city and State regulations to control the quality of Cleveland's day nurseries. In these and other activities over the years, the Association has remained consistent in its attempts to provide quality nursery care, paying particular attention to the children's home environments, and information about child development and education to parents, schools, and other institutions.

The following major programs and services are now being directed by the Day Nursery Association.

Hanna Perkins Therapeutic Nursery School, founded in 1951 by Dr. Anny Katan under the auspices of the Division of Psychiatry of Case Western Reserve University School of Medicine, provides a therapeutic educational setting for preschool children and kindergartners who have a wide range of emotional problems. A unique therapeutic approach of treating a child under 5 through his parents, especially his mother, has been developed at Hanna Perkins. In addition to its specialized functions, the school also provides a laboratory for the development of educational methods used in other Association nurseries.

Five day nurseries sponsored by the Association serve children from ages 3 to 7 whose parents, because of work, illness, or instability, are unable to care for the children during the day. In these nurseries, as in Hanna Perkins, special attention is given to parental relationships with children.

Family day care homes and centers have been provided under a special program funded in part by the Office of Economic Opportunity for children and parents in low-income neighborhoods.

Residents of these neighborhoods are selected and trained by the Association to provide care in their homes or in three small group centers for children whose own mothers must work, or are going to school, or are receiving job training during the day. For women in charge of family day care, the Association provides a salary, food allowances for each child, suitable toys and books, and the regular services of Association counselors.

Florence Harkness Camp near Willoughby, Ohio, is a summer camp sponsored by the Day Nursery Association. Each summer for 2 weeks 200 children from the city are introduced to country living.

The consultation service maintained by the Day Nursery Association is a major asset to the city of Cleveland. The staff attempts to ensure quality in all of the city's child care facilities as well as to offer information and training for parents and teachers.

In all of the programs of the Day Nursery Association, concern for the well-being of the child and the involvement of the parent are evident. The schools and centers are designed to provide an environment for children that will benefit them physically,

educationally, and emotionally, and also to help support their parents in their roles.

THE HANNA PERKINS THERAPEUTIC NURSERY SCHOOL

Referrals to the Hanna Perkins Therapeutic Nursery School come from several sources: psychoanalysts, pediatricians, other service agencies and clinics in Cleveland, nursery schools, or other parents. All children admitted have more than the usual difficulties with some phase of growing up. Some of the children have speech deficiencies caused by emotional problems; others manifest eating or toileting problems. Some display uncontrolled aggression, fear, or problems growing out of unassimilated traumatic events. In accepting children for the school, the staff tries to maintain a balance of age, sex, and types of problems in the group. Children who require exceptionally specialized care, such as those with severe physical handicaps or brain damage, are not accepted.

The school has an enrollment of 30 children: 15 between the ages of 3 and 5 in the nursery school and 15 between 5 and 6 in the kindergarten. The kindergarten, a recent addition to the school, is mainly for gifted children who would benefit from a

more challenging program, children whose problems still require some attention, and children who require more than half a day because their mothers work. Children from all economic classes, races, and religions are eligible; but most of the students are from middle- or upper-class families since fees are charged. Though the fees vary according to the family's ability, little scholarship money has been available and needy students have often had to be excluded.

Two Unique Features--In most respects the educational program at Hanna Perkins is like that in other good nursery schools, staff members say. They cite two features, however, that make the school unique: (1) the separation of education and therapy and (2) the technique of treatment via the mother in conjunction with teamwork among teachers and therapists. Education and therapy are separate in that most of the classroom activities are not necessarily planned to be therapeutic in and of themselves. In some cases treatment is by direct psychoanalysis, while in other cases treatment takes place mainly in the home, not in school.

Treatment via the mother, a psychoanalytic technique developed for the school by Dr. Anny Katan of the Division of Psychiatry

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or maturational phase, much depends on the woman's idea of motherhood. Her motivation and capacity for identifying with the principles of the school are equally important. Both mother and child are interviewed at length before the child is admitted to the school so that staff members can determine whether the mother and child will profit from the program. Staff members emphasize that they do not try to assess the mother's total personality but only that part which acts as a parent and manifests itself in the parent-child relationship. If a child is accepted in the school, his mother must be willing to accompany him to school for the first week or two to help him make a healthy adjustment. She must also see the therapist regularly as long as the child is enrolled in the school. In general, mothers of nursery school children spend an hour a week with the therapist; those whose children have reached kindergarten see him every other week.

Students Become Self-Disciplined.--Daily activities at Hanna Perkins are based on the following observation made by Lois Archer, the Educational Director, and Eleanor Hosley, the Administrative Director: "We have found that all young children, but especially those with an emotional disturbance, profit from

knowing clearly what to expect during the day and their limitations within it. Definite, dependable classroom routines, specific tasks, and work standards set in accord with individual developmental abilities--all foster a sense of security which eventually leads to increasing self-discipline and ability to work independently." Children are encouraged to help themselves during regular routines in large, sunlit classrooms and on well-equipped playgrounds. Potentially frustrating activities--such as eating, dressing, and toileting--are made enjoyable through the patience and understanding of teachers who offer only enough assistance to help a child over particularly difficult situations. Teachers react to aggression with firmness and kindness, always encouraging the child to verbalize his feelings. "If you're angry, you can put it into words--you don't have to show it that way."

Staff.--Staff members include an educational director, a head teacher and two assistants for the nursery school, a head teacher and one assistant for the kindergarten, and a therapist. Administrative, medical, and support personnel are shared with other programs of the Day Nursery Association.

Hanna Perkins was originally established in 1951 as the University Hospitals Nursery School. Although administration of the school was transferred to the Day Nursery Association in 1961, psychiatric supervision and personnel have continued to come from the Department of Psychiatry of Western Reserve University Medical School. Psychoanalysts, nurses, and teachers frequently use the school for training and research projects. Information from such activities has been invaluable in establishing sound educational programs in other Association nurseries.

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DAY NURSERIES FOR LOW-INCOME NEIGHBORHOODS

The Day Nursery Association sponsors five day nurseries for children, ages 3 to 7, of parents who work, who are ill, or whose lives are unstable. About 90 percent of the 200 children who attend these nurseries are black, and most are from poverty-level families. Fees are charged on a sliding scale based on income and family size.

The nurseries are not to be considered as "parking places" for children whose parents prefer to work. For this reason, before a child is admitted, an extensive interview is required between the parents and the nursery's parent counselor.

Parents, especially the mothers, must be willing to accept the Association's concern for the total family unit and work in conjunction with nursery staff toward the sound development of the child. The mother is expected to bring and pick up her child each day. These daily contacts with the child and the school are considered by the nursery directors as valuable informal opportunities for communication, not just about the school program, but about daily family events that may affect the child's behavior. The mother must have formal interviews with the school's parent counselor on a weekly, monthly, or less frequent basis, as the situation warrants. The purpose of the counseling is to strengthen the relationships between the parents and the child, and to help the parents and school work together to aid the child.

Each day nursery is staffed with a director, teachers, group leaders, and assistants who have had training in early childhood education. The program consists of an easy day-to-day routine of indoor and outdoor play, stories, a hot lunch, nap, morning and afternoon snacks, group games, crafts, and music. The physical facilities vary, ranging from a large, old comfortable house that has a myriad of fascinating small rooms, a garden with real vegetables, and an oak tree to a reconverted

store-front school. Programs also vary from one nursery school to another, depending upon the special talents of the staff and the special desires of the children. In all centers, as in Hanna Perkins, the major goal is to provide each child with an enriched educational environment and to surround him with loving, understanding adults.

NEIGHBORHOOD DAY CARE HOMES AND GROUP CENTERS

The Day Nursery Association believes that children should be a neighborhood concern. Neighborhood day care homes and group centers provide care for children from ages 2 to 11. One hundred eighteen children have been placed in individual homes and 60 in the three small group centers. In this OEO-funded (80 percent), Association-directed program, the main objective is to provide quality, dependable care for children whose mother's training or employment is necessary or desirable.

Neighborhood Day Care Homes.--The homes are selected on the bases of close proximity to the homes of the children they will serve, acceptable physical condition, and, most important, the qualities and qualifications of the mothers who will be in charge.

The number of children in a day care home is limited to six, including the children of the day care home mother.

When a mother desires family day care for her child, she must make her request through an Association counselor. If her request is granted, the counselor finds an appropriate home for the child, but placement there is not automatic. The mother and child, the day care mother and her children, and the counselor must meet in advance to see if the arrangement is a good one. This helps both parents and children adjust to the family day care situation; it also increases the probability of establishing stable situations. According to program directors, approximately half of the children enrolled in September 1969 had been in the same day care home for 2 years or more. "We believe it is a great advantage for these children to have the security provided in remaining in the same home and not having to make changes."

The Day Care Mother.--Most of the children are in the day care homes 8 to 10 hours a day. Though this places a great deal of responsibility on the day care mother, she is assisted by the Day Nursery Association. She receives special training in such subjects as social growth of children, discipline, nutrition, and child development. She is paid $3,350 per year for caring for

school-age children, $3,670 if the group includes one or more preschool children. She is paid 75 cents a day for lunch and two snacks for each child, $1 if the child has two meals in her home. The Association also provides play materials and books for the children to use and a counselor to help the day care mother plan special activities for the children. An assistant teacher, a nonprofessional who has been given 6 weeks of training by the Association, is assigned on a regular basis to each home to help the day care home mother with field trips and special projects or to work with individual children. The activities of each day care home are coordinated with those of other day care homes in the Cleveland program, and ideas are shared and activities improved through workshops and group meetings.

Neighborhood Group Centers.--In addition to the family day care homes, there are three small group centers that are actually hybrids, a combination of home day care and regular nursery day care. Although objectives are the same as for individual home care, staffing and procedures differ somewhat.

Two centers are located in housing projects. All are small, serving 12 to 20 children. An attempt is made to keep members

of families together, so the ages often range widely within a center.

The staff at each center includes a professional director, assistant teachers from the neighborhood, plus a part-time cook, maid, and custodian. The director is trained to work with children and she plans, supervises, and coordinates the program. She also works with parents, interviewing them before accepting applications and conferring with mothers on a regular basis in much the same way conferences are held with mothers of children who attend the larger day nurseries.

OTHER PROGRAM FEATURES

Children enrolled in the day care homes and centers, as well as those in day nurseries, receive medical and dental examinations. Referrals are made to doctors when necessary, and the Association provides funds for needed dental work. Day care mothers, neighborhood representatives, participating parents, and Day Nursery Association representatives serve on an active Advisory Committee for the Family Day Care Homes and Centers. Among other accomplishments, the group persuaded City Hall to provide much needed recreation centers for the neighborhood. On this committee, as in all Association programs, parental involvement is considered vital.

TWO WEEKS IN THE COUNTRY

Attending Florence Harkness Camp is a special treat for all Nursery Association children who are at least 6 years old. Past "graduates," present enrollees, and their brothers and sisters are all eligible. Since the day nurseries close for 1 month during the summer, the camp provides an excellent retreat from hot city streets.

The children attend one or two 5-day sessions, returning to their homes for weekends. The camp program includes medical and dental care by nurses, pediatricians, and dentists and a program of educational and recreational activities.

The cost of the camp is one-third over the cost of the regular day care programs. This camp is an established Association program, having originated in 1892.

SERVICES FOR PARENTS, SCHOOLS, COMMUNITY

What kind of nursery school is best for my child? How should a therapeutic nursery school program be organized? Where can we hire excellent preschool teachers? These questions and many more like them are answered regularly by the Association Consultation Service. The consultants regularly visit the 53 cooperative nursery schools in the Cleveland area and discuss common problems

with administrative staffs. Frequent meetings are also held with city officials to discuss results of citywide nursery school evaluations.

Child study programs are provided for teachers and parents, and a lending library on nursery education is maintained. A special 10-week summer training program is offered to nursery school teachers and young women who wish to become junior teachers. The Mental Development Center of Case Western Reserve conducts testing and evaluation programs and directs conferences with Association staff.

EVALUATION OF PROGRAMS

The success of the Association programs is evident in the enthusiasm of children and parents and in the progress and development observed in the children. There is generally a long waiting list of applicants for nurseries and centers, and undoubtedly more children would participate in the programs if it were possible. Once enrolled, most children remain in the programs unless they move away or their mothers stop working. The directors would like to be able to expand their services, but unfortunately budget limitations prohibit this. Funds come from

Federal and other grants, and from local sources which include tuitions, fees, and United Fund contributions.

In all of its activities, from the innovative therapeutic nursery school to the consultation services, the Association works for the welfare of children. It alters its programs to meet changing needs, considering not only the preschool child but also his family. By aiding the healthy development of children, helping parents become more effective, assisting other schools and teachers, and providing employment and involvement for community members, the Association makes a significant contribution to Cleveland. This contribution is not something new; it is part of the Association's long tradition of service.

FOR FURTHER INFORMATION

To obtain additional details, contact:

Day Nursery Association of Cleveland
2084 Cornell Road
Cleveland, Ohio 44106

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MODEL PROGRAMS--Childhood Education

This is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December 1970. Following is a list of the programs and their locations:

The Day Nursery Assn. of Cleveland, Ohio
Neighborhood House Child Care Services, Seattle, Wash.
Behavior Analysis Model of a Follow Through Program, Oraibi, Ariz.
Cross-Cultural Family Center, San Francisco, Calif.
NRO Migrant Child Development Center, Pasco, Wash.
Bilingual Early Childhood Program, San Antonio, Tex.
Santa Monica Children's Centers, Calif.
Exemplary Center for Reading Instruction, Salt Lake City, Utah
Dubnoff School for Educational Therapy, North Hollywood, Calif.
Demonstration Nursery Center for Infants and Toddlers, Greensboro, N.C.
Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.
Center for Early Development and Education, Little Rock, Ark.
DOVACK, Monticello, Fla.
Perceptual Development Center Program, Natchez, Miss.
Appalachia Preschool Education Program, Charleston, W. Va.
Foster Grandparent Program, Nashville, Tenn.
Hartford Early Childhood Program, Conn.
Philadelphia Teacher Center, Pa.
Cognitively Oriented Curriculum, Ypsilanti, Mich.
Mothers' Training Program, Urbana, Ill.
The Micro-Social Preschool Learning System, Vineland, N.J.
Project PLAN, Parkersburg, W. Va.
Interdependent Learner Model of a Follow Through Program, New York, N.Y.
San Jose Police Youth Protection Unit, Calif.
Model Observation Kindergarten, Amherst, Mass.
Boston Public Schools Learning Laboratories, Mass.
Martin Luther King Family Center, Chicago, Ill.
Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio
University of Hawaii Preschool Language Curriculum, Honolulu, Hawaii
Springfield Avenue Community School, Newark, N.J.
Corrective Reading Program, Wichita, Kans.
New Schools Exchange, Santa Barbara, Calif.
Tacoma Public Schools Early Childhood Program, Wash.
Community Cooperative Nursery School, Menlo Park, Calif.